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# CampusReport



UNIVERSITY OF DAYTON  
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MAKING HISTORY,  
STANDING for JUSTICE



## Trustees approve strategic plan, fundraising campaign

The board of trustees this month approved an ambitious strategic plan and a fundraising campaign to support it.

The plan will be distributed at the Nov. 10 faculty meeting. Based on *A Vision of Excellence* and developed after three years of dialogue on campus, it features five overarching goals:

- Educate for transformation and prepare a new generation of servant leaders.
- Cultivate outstanding scholarship, research and artistic creation.
- Strengthen and promote the University's distinctive Catholic and Marianist identity.
- Advance international and intercultural citizenship and engagement.
- Practice responsible stewardship.

"This is a living document," President Daniel J. Curran told the trustees. "At the center of our planning process is our Catholic and Marianist identity."

The plan calls for defining UD nationally and internationally as "both a leader in Catholic higher education and a Catholic leader in higher education."

Other priorities include strengthening the common undergraduate curriculum; increasing endowed and tenure-line faculty in select areas; investing in promising research and scholarship, particularly in science, engineering, technology and mathematics; integrating residence life with academics, what UD administrators call "learning and living in community"; creating a more diverse, multicultural and international university; increasing scholarships to attract a more diverse, academically gifted student body; and communicating more effectively UD's distinctiveness.

Achieving this "ambitious agenda for the future of the University of Dayton" will require visionary leadership, strong campus community support and substantial new funding, according to the plan.

UD officials launched the "quiet phase" of a campaign in July and began sharing UD's vision with major benefactors, but a goal won't be announced publicly for at least two more

## Faith and ethics, love and scholarships

Students wanted to know how Westina Matthews Shatteen '70 went from being a teacher to the managing director of community business development at Merrill Lynch in New York City.

"As an education major, I had to do lesson plans," she told them during an Oct. 12 talk. "When you're doing lesson plans, you have to know how it is going to end before you begin, you have to know your supplies. ... That has helped me tremendously in my career."



Alan Shatteen and Westina Matthews Shatteen

Matthews Shatteen was executive-in-residence for the annual Business as a Calling series, co-sponsored by the School of Business Administration and the Jacob Program in Professional Ethics. She discussed how faith and personal ethics are important to the business bottom line. "My integrity, faithfulness, trustworthiness and honesty were considered to be a value added to the company beyond measurement or standard," she said.

When moving from the non revenue-generating side of the business to being a managing director, she needed help in learning the walk, talk and actions of an executive. So she got herself an executive coach.

That coach, husband Alan Shatteen '70, joined her Oct. 13 for a discussion on being an executive couple.

"What you want is what you get," he told students about their goals for work and personal life. "You don't always know where it is coming from, but you have to know what you want."

His wife recently surprised him with something he may not have known he wanted.

Matthews Shatteen, a member of the UD board of trustees, returned to campus later last month for the fall board meeting and scholarship dinner. Inspired by the stories of scholarship recipients, she endowed a scholarship in honor of the couple's wedding anniversary.

Shatteen's gift was a certificate that read, "We both have wonderful memories of our days at UD. As we celebrate our lives together another year, my gift to you is to give a student an opportunity to create lasting memories at the University of Dayton with a \$50,000 School of Business or entrepreneurship program endowed scholarship."

years. The "Call to Lead" campaign, which ended in 2002, raised a record \$158 million.

"This strategic plan is the driver of a campaign," Fran Evans, vice president for advancement, told the trustees. "The University of Dayton is defining its distinctiveness. This is a campaign to endow student scholarships and support faculty and programs that provide a transformative education in an environment

where students learn and live in community."

## Trustees hear update on campus master plan, Web site launched for input

The University of Dayton has introduced a Web site (<http://UDCampusMasterPlan.udayton.edu>) that will allow the campus

**Cover photo:** Sister Mary Antona Ebo leading a voters' rights demonstration in Selma, Ala., in 1965. (Corbis photo). A documentary about that event, *Sisters of Selma*, will be screened at UD Nov. 15. See Page 6 and <http://home.earthlink.net/~sistersofselma/sos.htm>.

# CampusReport



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Campus Report, distributed the first Friday of every month during the first two terms of the academic year, is published by the public relations office for University of Dayton faculty and staff. E-mail news digests are sent every Thursday.

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community to track progress on the development of a new campus master plan and offer suggestions.

This month, representatives from Burt Hill will finish conducting 30 interviews with administrators and community leaders, 11 focus groups and an online survey — all geared to solicit input that will guide future land planning on campus. Their work is being guided by a 13-member campus master planning steering committee led by Ted Bucaro, UD's director of government and regional relations.

"We hope to have most of the information gathering done by the end of November. We want the process to be as inclusive and as transparent as possible," Jeff Funovits, project manager for Burt Hill, told the board of trustees in October. "The focus groups will represent a broad cross section of campus. It's an (opportunity) for us to hear what's on people's minds. We're here to listen."

Burt Hill is an international architecture, design and engineering firm. College campuses comprise more than half of its clients. Its team for this project includes Woolpert Inc. (traffic evaluation and transit system feasibility); Envision Strategies (food service evaluation); Tripp Umbach (market research and analysis); and Walker Parking Consultants (parking and circulation evaluation).

Funovits told the board Burt Hill is working under the assumption that graduate enrollment will grow between 4 and 5 percent annually, while undergraduate enrollment will remain steady.

The master plan, expected to be approved by the board of trustees in May, will look at five-year, 10-year and long-term growth. In the past five years, UD has completed \$168 million in construction projects. UD's campus currently spans 259 acres, with 3 million square feet of facilities including 53 buildings and more than 400 student houses.

## Health care benefits won't change in 2007; costs will increase

**Open enrollment forms due Nov. 22**

The good news: The University of Dayton will offer Anthem health care plans with no changes in coverage in 2007. All features of Anthem's two health care plan options will remain the same. The University will continue to contribute 86 percent of total health care premiums, a substantially larger share than the median 70 to 75 percent contributed by most large employers.

The better news: A more extensive vision plan, EyeMed, will be added to both the Core and Advantage plans at no separate cost to employees. The EyeMed plan offers allowances for eyeglass frames and contact lenses, discounts on vision correction procedures and benefits in addition to the annual vision exam already covered by both Anthem plans.

The not-so-good news: Monthly premiums will cost everyone, including the University, significantly more in 2007. Employees enrolled in Anthem's Advantage Plan, which provides the higher level of coverage, will need to contribute an additional \$33 per month for family coverage, or an additional \$16 per month for single coverage. Employees who select Anthem's Core Plan will pay an additional \$19 per month for family coverage or an additional \$8 per month for single coverage.

"We had an unfortunate claims experience in 2006," said Joyce Carter, vice president of human resources. Double-digit inflation in health care costs and UD's unusually high utilization during the past year are fueling the increases in premium costs. Projections for UD's total health care costs overall will increase from \$14.9 million in 2006 to \$16.9 million in 2007, toward which the University will contribute \$14.5 million.

Anthem based total projected costs for 2007 on UD's past 12 months of claims and on the health care inflation trend in the Dayton area of 13.5 percent.

While administrators can only guess at what caused such high utilization, Carter said it's possible that employees with Anthem coverage had pent-up demand for elective procedures at Premier Health Partners' physicians and hospitals, which were not available in 2005, after Anthem and Premier failed to reach a contract. Last year, the University offered employees a choice of Anthem or UnitedHealthcare, which included Premier Health Partners. UD has discontinued

### Costs in context

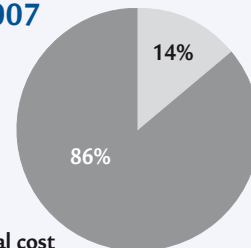
While no one likes to see health care premium costs increase, a national and historical context helps put the hikes into perspective. Among 345 universities surveyed by the College and University Personnel Association in 2005, the median monthly employee contribution to a family PPO (preferred provider organization) plan was \$365 — nearly twice what it will cost a UD family in 2007. And the \$188 monthly employee contribution for family coverage under the Anthem Advantage PPO plan in 2007 is only \$17 more than it was at UD for the same plan in 1993.

### 2007 Monthly Premium Rates

Total Expected Cost	Core	Advantage
Individual Coverage	\$415	\$452
UD Subsidy	<u>402</u>	<u>402</u>
Employee Cost	\$ 13	\$ 50
Family Coverage	\$977	\$1,132
UD Subsidy	<u>944</u>	<u>944</u>
Employee Cost	\$ 33	\$ 188

### Health Care Cost-Sharing Projections – 2007

Total Health Care Cost:  
\$16.9 million  
Employee Share:  
\$2.4 million  
UD Share:  
\$14.5 million



**UD share is 86% of total cost**

UnitedHealthcare as an option for 2007, because of low enrollment and costs to the University that were far higher than expected.

"Health care is not going to get any cheaper," Carter said. "We'll look at plan design changes for 2008, as well as provide incentives for people to be as healthy as possible," she said, noting that plans for smoking cessation programs are under way.

Open enrollment packages will be sent through campus mail to all benefits-eligible employees next week. The deadline for enrolling is Nov. 22.

For more news, see <http://universityofdayton.blogs.com/newsinfo/>



# Students, faculty deliberate academic excellence

Deliberative democracy came to academe during the April 2006 Stander Symposium. Students, faculty members and administrators — using a model developed by the Kettering Foundation — formed 40 small discussion groups as part of the Campus Forum on Academic Excellence and Engagement. The adviser to the Issues Forum Student Group, Jason Pierce, on Oct. 27 reported on data gathered from surveys administered before and after the groups' deliberations.

Although some participating in the forum thought "academic excellence" could be more clearly defined, there was a consensus to move beyond definitional debates. Students, however, were more ambivalent than faculty and administrators about whether UD "must become more academically excellent."

Students were not ambivalent but divided (that is, agreeing and disagreeing rather than neither) about whether "UD classes are not as challenging as they should be." Students tended to disagree that they received higher grades than they should although faculty members and administrators generally thought they do.

The survey indicated that students were, Pierce said, "consistently and profoundly divided" on questions related to alcohol and "campus culture," such as "Alcohol consumption on campus interferes with academic excellence."

A majority of all three groups disagreed with the statement that "pursuing academic excellence conflicts with the Marianist values of equality, inclusiveness, community and service." Eighty percent of the faculty disagreed as did 61 percent of administrators and 55 percent of students.

—Thomas M. Columbus

## Survey summary

More than 500 members of the UD community gathered during the 2006 Stander Symposium to deliberate on how the University can best promote greater academic excellence and engagement. The deliberation followed a National Issues Forum format in which three alternative approaches were discussed. The first focused on promoting greater rigor and engagement in the classroom, the second advocated a campus culture conducive to academic excellence, while the third approach emphasized the University promoting an identity and reputation of excellence.

Participants completed a pre- and post-forum survey. The results are summarized below:

- 1) There is consensus around the idea that UD needs to foster greater academic excellence and engagement, albeit more so among faculty and administrators than students.
- 2) The University community does not see the classroom, campus culture, or the University's reputation and identity as intransigent or staid.
- 3) Although defining terms is important, consensus exists to get beyond definitional debates and grapple with substantive policy ideas.
- 4) Efforts to promote greater academic excellence and engagement fall first and foremost on the shoulders of faculty and administrators. Faculty members recognize that their courses may not be as challenging as they could be, but they seek institutional permission (and protection) for making them more rigorous and engaging. Students recognize that faculty members set the tone in their courses and will meet expectations, whatever they may be.
- 5) Faculty members are receptive to this initiative and want to play a role.
- 6) Students don't absolve themselves of a role, either. They're willing to accept more rigorous and engaging courses if such courses improve the value of their diploma.
- 7) Administrators are behind the initiative and have at their disposal a significant amount of enthusiasm and momentum among students and faculty.
- 8) Faculty and administrators see alcohol consumption and abuse interfering with academic excellence. Student opinion divides on this issue — some agree, others do not. Faculty and administrators support the idea of tying alcohol violations to housing requests and scholarships, but here, too, student opinion divides. Consensus exists among students, faculty and administrators that students are attracted to UD because of its social scene.
- 9) The University community likes the idea of UD becoming more selective in its admission decisions, preferring students who match UD's identity and institutional mission.
- 10) The University community sees its Catholic and Marianist tradition not in tension with academic excellence, but its wellspring. Rather than contradicting these traditions, fostering greater academic excellence and engagement — calling for everyone's best — is in concert with them.

## NPR correspondent Joseph Shapiro to address disability movement

Disabled people have created an important, but little known, American civil rights movement, contends Joseph Shapiro, a National Public Radio correspondent who wrote the book, *No Pity: People with Disabilities Forging a New Civil Rights Movement*.

"It's a real civil rights movement," Shapiro said, "and it's helping all of us, especially in a country where the aging population is growing."

Shapiro will address "The Overlooked Civil Rights Movement: How Heroes of the Disability Movement are Improving Life for All of Us" at 8 p.m. Wednesday, Nov. 8, in Kennedy Union ballroom. Part of UD's Diversity Lecture Series, the talk is free and open to the public. An interpreter for the hearing impaired will be provided. Call 229-2545 or e-mail [boxoffice@notes.udayton.edu](mailto:boxoffice@notes.udayton.edu) for other special needs.

Disability "is the one minority anyone can join at any time, as a result of a sudden automobile accident, a fall down a flight of stairs, cancer or disease," he writes.

Shapiro, who covers health, aging, disability, and children and family



Shapiro

issues for NPR, argues that nondisabled Americans do not understand disabled ones. A friend at the funeral of Timothy Cook, a disabled attorney who won landmark disability rights cases, paid tribute to him with these words: "He never seemed disabled to me."

That's not a compliment, Shapiro writes. "It was as if someone had tried to compliment a black man by saying, 'You're the least black person I ever met,' as false as telling a Jew, 'I never think of you as Jewish,' as clumsy as seeking to flatter a woman with 'You don't act like a woman.'"

Before joining NPR in 2001, Shapiro spent 19 years at *U.S. News & World Report*, where he wrote about health care and medicine, aging and long-term care, disability and chronic illness, children and families, poverty, civil rights, and other social policy issues.



# Campus events focus on international exploration

The University of Dayton will think globally and act locally during November. International Education Week (Nov. 12-18) and the Citizens of the World series under way at ArtStreet through Nov. 22 offer a full slate of activities.

Citizens of the World, billed as "an exploration of world cultures through the eyes of the new generation," features UD's second annual international exposition. A calendar image competition and photography exhibit, international films, educational panels and workshops and food, art, music and dance will all be showcased at ArtStreet.

Events include:

## ■ Tuesday, Nov. 7

Film Series: *Walking on One Leg*  
UD student documentary on women in Morocco  
7 p.m., ArtStreet Studio B

## ■ Thursday, Nov. 9

Quebecois folk dancing  
7 p.m., ArtStreet Studio D

## ■ Friday, Nov. 10, and Saturday, Nov. 11

Wool felt workshop by Korean artist Yu-Sun Kang will be offered from 4 to 7 p.m. Friday and noon to 3 p.m. Saturday. Fee is \$20 for the public or \$5 for UD students. Contact [artstreet@udayton.edu](mailto:artstreet@udayton.edu) for more information.

## ■ Monday, Nov. 13

Faculty Exchange Series: Chinese and American Education  
Noon, Learning Teaching Center  
The goal of this session is to develop a better understanding of education in China, including its differences and similarities to the U.S. system, with a particular focus on learning styles. Contact [lora.bailey@notes.udayton.edu](mailto:lora.bailey@notes.udayton.edu) to register.

Japanese American Citizens League panel  
Time TBA, ArtStreet Studio D

## Global views, student perspectives



*Citizens of the World* calendars, with images taken by UD students, can be purchased for \$15 throughout November at tables in Kennedy Union, in ArtStreet's main office or by contacting [tpenno@udayton.edu](mailto:tpenno@udayton.edu) or 229-4283. Calendar sales raise funds for the International Education Scholarship Fund, which will support international students studying at UD and UD students studying, working or serving abroad. The calendar includes major holidays of the home countries of UD international students.

Images include "Tibetan Prayer Flags," (top) taken by Eric Eble last July outside of Varanasi, India, at Sarnath, where the Buddha delivered his first sermon. (Above) "Los niños de nuevos horizontes" was taken by Leslie Cebula last June at a domestic violence shelter in Quetzaltenango (Xela), Guatemala.

## ■ Tuesday, Nov. 14

International coffee hour: "My Home, Vietnam"  
3-4 p.m., World Exchange Lounge, Alumni Hall 016

Film Series: *La Isla de las Almas*  
8:30 p.m., ArtStreet Studio B

## ■ Wednesday, Nov. 15

Student panel  
International students and stu-

dents who have gone abroad will discuss their experiences of living and studying in a country other than their own.

6-8 p.m., ArtStreet Studio D

## ■ Thursday, Nov. 16

Snack TIPS: "Internationalize Your Education"

Sponsored by Office of Student Involvement and Leadership  
Noon, World Exchange Lounge, Alumni Hall 016

Tea-making demonstration, featuring teas from England, Morocco, Vietnam, Korea, China, Japan and India

2:30-3:30 p.m., ArtStreet Studio D

Irish dancing

6 p.m., ArtStreet Studio D

## ■ Friday, Nov. 17

Musical performance by El Orgullo Latino

8 p.m., ArtStreet Studio D

## ■ Saturday, Nov. 18

Japanese American Citizens League: Internment Education Workshop

9 a.m.-3 p.m., ArtStreet

Contact [artstreet@udayton.edu](mailto:artstreet@udayton.edu) for more information.

## ■ Monday, Nov. 20

Film Series: *A Nation Divided: Cuba and a Lifetime of Passion* documentary

Questions and answers will follow with history professor Juan Santamarina, who collaborated on the film.

7 p.m., ArtStreet Studio B

## ■ Tuesday, Nov. 28

International coffee hour: "My Study Abroad Trip to London"  
3-4 p.m., World Exchange Lounge, Alumni Hall 016

For complete information and schedule changes, see <http://artstreet.udayton.edu/world> and <http://international.udayton.edu/events/week/>.

# Sisters of Selma documentary highlights Black Catholic History Month celebration

"My name is Sister Mary Antona, I am a Negro, a Catholic nun and I am here to witness to your rights to go to register to vote."

The woman who spoke those words and found herself on the front page of *The New York Times* after leading a voter rights march in Selma, Ala., in 1965 will be in the audience when a documentary telling her story premieres at the University of Dayton.

*Sisters of Selma: Bearing Witness for Change*, a documentary being produced for Alabama Public Television, will be screened at 7 p.m. Wednesday, Nov. 15, in Sears Recital Hall. The filmmaker Jayasri Hart and Sister Mary Antona

Ebo will attend and, following the screening, will talk with the audience about the experiences of a group of Catholic sisters who risked their lives to demonstrate for civil rights and work for societal change.

The event, which is free and open to the public, is part of the Father Joseph M. Davis, S.M., Black Catholic History Month Celebration at the University of Dayton.

On March 7, 1965, Alabama state troopers and a sheriff's posse on horseback used clubs and gas to beat back voting rights marchers on the Edmund-Pettus Bridge in Selma. Dozens of people were injured; two were killed. Shown on national television news, the event, which came to be known as "Bloody Sunday," stunned and outraged Americans. Religious leaders from around the country flocked to Selma to join the march to Montgomery, including a group of 54 rabbis, ministers, priests and sisters from St. Louis.

Sister Ebo, a Franciscan Sister of St. Mary, was among that group, along with Sisters of Loretto and Sisters of St. Joseph of Carondelet.

A director of medical records at a St. Louis hospital, Sister Ebo hadn't heard about Bloody Sunday until her employees told her the following day. "At that time in the 1960s, we sisters weren't watching TV that much," she said by phone from her home in St. Louis. She told her staff, "I think those folks need some

outsiders to help them. If I didn't have this habit on, I would probably be down there with those people."

When her religious superior asked her to join the group headed to Selma, Sister Ebo said, "It was kind of like God calling your bluff."

Two weeks after Bloody Sunday, the sisters led the march when it resumed in Selma, defying a ban by church, city and county authorities. Sister Ebo hadn't sought or expected to play a prominent role, but her presence and her simple, unrehearsed words made a national impact. (The mayor of Selma later said he did not believe this "little black lady was a nun," but had been dressed as one for a publicity

stunt).

"The sisters were a very visible symbol of faith. That's why they were put on the front line," said Cecilia Moore, UD assistant professor of religious studies. "That sort of symbolism helped the civil rights movement" and also aligned the Catholic Church with the cause of

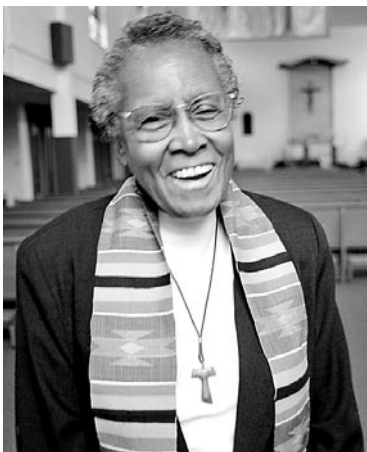
social justice.

"Real change happens at the grassroots level and requires the contribution of a variety of foot soldiers," said filmmaker Hart. "Some of the most essential foot soldiers in health care and education were Catholic sisters, and I always wondered about the long-term effects of their missions. The story of Selma shows that their service to God and God's children had consequences beyond what we or even they ever imagined."

For Hart, a lesson that remains after 40 years is "one that Sister Antona knew from her life experience: 'It's one thing to have your right on a piece of paper, but if you cannot experience that right in the way you live, in the way you vote, in the way you are self-determining, then something has to give.'"

The success of peaceful protest is another enduring lesson, Hart said. "The sisters support Dr. King's contention that 'We can't win with violence. It's not only immoral, it's also impractical.' *Sisters of Selma* is a clear example, step by step, of how civil disobedience works. Surely we need such examples to balance the pre-emptive strikes against terror that leaders are engaged in today."

Hart describes the sisters who speak for themselves in the film as "independent women who made up their own minds about the truth



Sister Mary Antona Ebo will attend the UD screening of the documentary.

## Black Catholic history celebration includes liturgical dance workshop, Mass

Music and dance will highlight the Mass for Black Catholic History Month at 6 p.m. Sunday, Nov. 19, in Immaculate Conception Chapel. Father Paul Marshall, S.M., University of Dayton rector, will preside.

A liturgical dance workshop, presented by Kuukua Yomekpe, a UD alumna and a rector at the University of Notre Dame, will take place from 1:30 to 4:30 p.m. in the Chapel. All are welcome to participate. Yomekpe will choreograph the dance for the evening's liturgy, and participants will rehearse starting at 5:15 p.m. The workshop is free and includes a light dinner.

Wylie Howell of St. Joseph Catholic Church in Cincinnati will direct the choir for the Mass. All are welcome to participate, and rehearsal begins at 4:45 p.m. in the Chapel.

To participate in either the choir or the dance workshop, contact Emily Strand at [emily.strand@notes.udayton.edu](mailto:emily.strand@notes.udayton.edu) or 229-5750.

November is recognized in the United States, the Caribbean and parts of Africa and South America as Black Catholic History Month. The University has named its celebration in honor of Father Joseph M. Davis, S.M., because of his devotion to building up the African-American community and his life's work for peace and justice for all people.

A native Daytonian and UD graduate, Davis was one of the first African-American Marianists. In 1970, he founded the National Office of Black Catholics and served as its executive secretary until 1977, when he went to Africa to serve as the African Area Superior for the Society of Mary. He died of cancer in 1992.



Father Joseph Davis, S.M., undated photo



which they were fighting for. That made for a strong and disciplined force which the community leaders in Selma mobilized with a great deal of respect."

"I was just doing what needed to be done at the moment," said Sister Ebo, who has been featured in a Library of Congress "Voices of Civil Rights" exhibit and who last year received a congressional tribute from U.S. Rep. William Lacy Clay.

"Why are people waiting for another 40 years to be excited about this?" she asked, wondering whether the up-and-coming generation is "sincere about doing something to seek justice. ... We can legislate all the laws we want to, but laws don't change hearts."

Now 80 and in remission after being treated for lymphoma, she said, "God blessed me with a wake-up call. As Jesus said to Judas, 'That which thou dost, do quickly.' If I don't

have many more days, I don't have time to be resting," she said, ticking off a list of current injustices: the loss of civil liberties through illegal wiretapping, the erosion of affirmative action policies and the culture of violence perpetuated through media and computer games, to name a few.

"Why do I have to be so dag-gone old? There's so much to be done and not much time to do it."

## Original UD production inspired by Parker Palmer

Writer and teacher Parker Palmer has inspired countless educators and spiritual seekers with his insights on wholeness and transformation.

At the University of Dayton, his work has inspired an operatic production.

UD's fall Opera Workshop will premiere "The Tragic Gap" at 8 p.m. Friday and Saturday, Nov. 10 and 11, in Boll Theatre. It's free and open to the public.

The production is based on a concept from Palmer's book *A Hidden Wholeness: The Journey Toward An Undivided Life*. An excerpt reads,

"To be in the world nonviolently means learning to hold the tension of opposites, trusting that the tension itself will pull our hearts and minds open to a third way of thinking and acting. The insight at the heart of nonviolence is that we live in a tragic gap — a gap between the way things are and the way we know they might be. It is a gap that never has been and never will be closed. If we want to live nonviolent lives, we must learn to stand in the tragic gap, faithfully holding the tension between reality and possibility."

"Our intention is that our production will awaken everyone to the roots of conflict within ourselves that are reflected and projected as conflict in the world," said Lee Hoffman, who is co-directing the Opera Workshop with fellow UD voice instructor David Sievers.

Six scenes from Benjamin Britten's opera *Owen Wingrave* form the framework of the



Students Jessica Cole (left), Elaine Prendeville and Robert Slangen rehearse a scene from Carlisle Floyd's opera *Susannah*, one of the works that will be heard in "The Tragic Gap."

production, which draws from repertoire beyond opera. Adapted from a Henry James story, *Owen Wingrave* tells the tale of a young man who renounces his military training and embraces pacifism, to the dismay of his family and his fiancée. At one point, Owen sings, "I'd make it a crime to draw your sword for your country and for your government to command it."

Additional vocal selections in "The Tragic Gap" are from *South Pacific*, *Madame Butterfly*, *Hansel and Gretel*, *Les Miserables*, *Susannah* and numerous other works. The scenes depict the range of levels where conflict takes place, from the global to the personal, and culminate in an epiphany expressed in two Leonard Bernstein pieces, "I Go On" from *Mass* and "Make Our Garden Grow" from *Candide*.

"The Tragic Gap" features 15 UD voice students who are enrolled in the Opera Work-

shop, a course that develops singing and acting skills and offers exposure to and experience with operatic repertoire. UD artist-in-residence John Benjamin is the pianist for the hour-and-a-half-long production.

While the production is ambitious, "the students make it possible," Hoffman said. "They're not only capable, but desiring to grapple with important issues and say something important through their singing."

"The Tragic Gap" makes "a political statement, in the best sense of the word," Sievers said. "It's a very provocative work."

Palmer, a senior associate of the American Association of Higher Education

and founder of Courage to Teach for K-12 teachers nationwide, has given the production his blessing, Hoffman said.

"We contacted him to let him know his concept of the tragic gap spurred this idea and wanted his consent for the use of the title," Hoffman said. "We're inviting the audience to stop and look at the conflicts within ourselves — to stand in the gap. We're not telling the audience what to think, but asking that they do think."

"At the very least, we want them to be moved. We want the work to touch them," Sievers said. "And it will."

For more information about the production and cast, see <http://academic.udayton.edu/leehoffman/ow06.html> or contact Lee Hoffman at [Lee.Hoffman@notes.udayton.edu](mailto:Lee.Hoffman@notes.udayton.edu) or 229-3931 or David Sievers at [Sieverda@notes.udayton.edu](mailto:Sieverda@notes.udayton.edu) or 229-4971.



# Senate to vote on education report

## *Does document capture ideals of Catholic and Marianist education?*

"Did we get it right?"

That's how Chris Duncan, a member of a special subcommittee of the academic policies committee of the academic senate, explained the issue on which the senate will vote at its Nov. 30 meeting. The senate is looking at the document "Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton" and will determine whether its first five sections capture the ideals of a Catholic, Marianist university education.

The document has a sixth section of recommendations, which could provide stimulus for extended discussions by the faculty on UD's curriculum if the senate believes the ideals are correctly enunciated in the document.

Duncan, who chairs the political science department, was a member of the Marianist Education Working Group that wrote the document and said he believes the group "was asking the right questions." He points out that the group "no longer exists. The document is now in the hands of the senate. And, if approved, it will be in the hands of the faculty, who are in charge of controlling and delivering the curriculum."

In crafting the document, the group relied heavily on several recent formulations of the University's identity, including:

\* *Statement on the Catholic and Marianist Identity of the University of Dayton* (1990),

\* *Characteristics of Marianist Universities* (1999) and

\* *Conversing: Reflections on the University of Dayton's Catholic and Marianist Character in its 150th*

## Five educational aims, seven core learning outcomes

*From the executive summary of the document, "Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton," a PDF of which can be found at <http://artssciences.udayton.edu/cmeducation/resources.asp>:*

The Working Group proposes that five educational aims should orient the common academic program for undergraduates [section III]. Education in the Catholic and Marianist tradition at the University of Dayton:

- 1) seeks knowledge in a sacramental spirit;
- 2) pursues learning in, through, and for community;
- 3) cultivates practical wisdom;
- 4) forges critical ability to read the signs of these times; and
- 5) supports discernment of personal and communal vocation. Key concepts in the proposed aims are explained in section III.

Accordingly, the common academic program for undergraduates should be guided by the following mission statement [section IV]:

Students educated in the Catholic and Marianist traditions at the University of Dayton pursue rigorous academic inquiry, in a sacramental spirit, and engage in vigorous dialogue, learning in, through, and for community. Guided by the purpose of transforming society for the ends of justice, peace, and the common good, the University's academic program challenges students to excellence in their majors, cultivates practical wisdom in light of the particular needs of the twenty-first century, and fosters reflection

upon their individual vocations.

Explication of the orienting educational aims suggests that all undergraduates, through the common academic program, should attain seven core learning outcomes, among others appropriate to their degree programs and to General Education. These core learning outcomes [section V] would require that all undergraduates develop and demonstrate:

- 1) advanced habits of academic inquiry and creativity through production of scholarly work;
- 2) ability to engage in inquiry regarding major faith traditions, and familiarity with the basic theological understandings and texts that shape Roman Catholicism;
- 3) understanding of the cultures, histories, times, and places of multiple others;
- 4) understanding of and practice in values and skills necessary for learning, living, and working in community;
- 5) practical wisdom in addressing human problems and needs, drawing advanced knowledge, values, and skills in students' chosen professions majors;
- 6) habits of inquiry and reflection, informed by Catholic Social Teaching multidisciplinary study, that equip students to evaluate critically and imaginatively the challenges of our times; and
- 7) ability to articulate reflectively through the language of vocation the purposes of students' lives and their proposed work.

Complete statements of these learning outcomes are presented in section V.

—Thomas M. Columbus

*Year – A Report from the Task Force on the Sesquicentennial Conversation* (2002).

It also was guided by the strategic directions indicated in *Vision 2005: The Foundation*

(1999) and *A Vision of Excellence* (2005).

Feedback was received, Duncan estimates, from three-fourths of the academic departments.

So, he refers to the group as

being more translators than authors. The question, he said, is not whether one believes in these ideals but rather whether or not they are correctly presented.

*'Students educated in the Catholic and Marianist traditions at the University of Dayton pursue rigorous academic inquiry, in a sacramental spirit, and engage in vigorous dialogue, learning in, through, and for community.'*

# Faculty researchers consider how learning spaces affect teaching, learning

Toss the image of the dungeon-like room filled with rows and rows of desks facing a chalkboard, and imagine, for example, having theater class in a room with no chairs or a history class in a room that resembles your living room.

The idea of the conventional classroom is being scrapped in exchange for creative alternatives to the common learning space, as the study of learning spaces has become a hot topic in pedagogical circles across the nation.

"Your pedagogical range can be limited by that traditional space," said Molly Schaller, assistant professor of counselor education and human services. "Understanding how to expand a faculty member's pedagogical range is where we're headed."

Several of the UD faculty and staff contributed research to *Learning Spaces*, which was released as an e-book in July 2006. Schaller and Sawyer Hunley, associate professor of counselor education, wrote the chapter "Assessing Learning Spaces."

*Learning Spaces* focuses on the influence space has on both teaching and learning as well as how to utilize space to achieve optimal performance.

UD is at the forefront of this movement,

along with institutions such as Stanford and MIT.

"UD is literally a national leader in the design of learning spaces," biology professor David Wright, co-author of another of the book's chapters, said. "The book is basically meant to represent the interest people have in space where learning takes place."

UD has several innovative, new-generation learning spaces on campus including the Ryan C. Harris Learning Teaching Center, Marianist Hall and ArtStreet. These spaces are designed to optimize teaching and learning, thanks in part to collaborative thinking and planning across the University.

"I have always been actively pursuing different approaches to teaching," Schaller said. "Those spaces led us to wonder, what's the impact?"

As a biologist, Wright developed an interest in learning spaces stemming from his own disciplinary background. He has an interest in using computers to teach students the most modern aspects of biology, which is becoming an increasingly technical undertaking.

"I'm interested in this because it's no longer about just the space, no longer about technology, but it's about the environment," Wright said.

Educators are now asking themselves, what

should the space look like; as opposed to, how many people can we fit in the room? Should there be windows, doors, seats or walls?

"Instead of students per square foot, how about learning per square foot?" Schaller asked. "Students engage more readily when they are in spaces suitable for engagement. How do you maximize learning in a given space?"

Success of the learning spaces project at UD can be attributed to faculty and staff paying great attention to the importance of community and learning, she said.

Learning spaces on campus have provided a more intimate setting for students and faculty alike, Wright said. Space has become more flexible, allowing students and faculty greater influence on how to use it.

"How space looks should be based around how you want to foster community," Wright said.

Wright describes the results of the research on learning spaces as an "aha moment," when educators have taken off the blinders and allowed themselves to gaze into the periphery.

"It's like being in a tunnel for all these years and realizing you're coming to the end of the tunnel," he said.

—Anna E. Sexton



Philosophy professor Marilyn Fischer teaching in the Marianist Hall learning space, one of UD's several nontraditional "classrooms." (file photo)



## Political campaign communication students get close-up look at DeWine-Brown debate

Students in Kathleen Watters' political campaign communication class had the exclusive opportunity to sit in on the first of four U.S. Senate debates between Republican incumbent Mike DeWine and Democratic challenger Sherrod Brown.

Roughly 15 students attended the debate, which was broadcast live Oct. 13 at Think TV in downtown Dayton. No audience was permitted, which allowed students to observe the debate from the studio's media room.

"Walking on the stage right before the candidates began was thrilling," said Liz Sidor, one of Watters' students. "Plus, we experienced a professional atmosphere filled with campaign managers, television executives and newspaper reporters."

The course in political campaign communication is typically offered once every four years to coincide with the U.S. presidential elections. However, Watters wanted to teach the class this semester because of the high-profile midterm congressional elections.

"We've read and talked about contemporary political campaign communication and have also taken a more historical view, focusing on 1952 to present day," Watters said.

Thus far, students have investigated stages of political campaign communication, candidate style and image, incumbent versus challenger strategies and communicative functions involved in political campaigns.



After the debate, Sen. DeWine posed with UD communication students.

"Rep. Brown, the challenger, talked about a need for change," Sidor said. "Sen. DeWine portrayed the image of an active leader by stating the many bills he passed recently versus the four bills Rep. Brown passed in the House."

The debate was the ideal arena to witness the theories and concepts studied put to use. "This was a great way to see in real time the dynamics and be a part — the debate is an important, recurring part of campaigns," Watters said.

Brown and DeWine held an impromptu Q&A session after the debate that students found as thrilling as the debate itself. The relaxed, informal atmosphere was quite a

change from the rigid environment of the debate.

On camera, the candidates appeared energetic and feisty at times. Afterwards, Brown and DeWine looked exhausted.

Both the students and Watters were surprised at how candid each candidate was in his responses to students' questions. DeWine took time to pose for a photo with the class.

"They became very human in our conversation," Watters said.

Watters said she was pleased at the intelligent, substantive questions students asked on topics ranging from the substance of the debate to the war in Iraq to attracting younger people in

Ohio.

"I asked both candidates how we would work to attract younger workers into Ohio," Sidor said. "I grew up in Cincinnati and would like to stay close by, if not in the city, as long as the offer is worth my investment."

Overall, students and instructor were impressed with the quality of the candidates. The debate even boosted some of their perceptions of the candidates.

"I truly felt more positive about both candidates following the debate and our discussion," Watters said. "Both exemplified thoughtful, intelligent and genuine public servants."

—Anna E. Sexton

## noteworthy



Ensalcado

**Mark Ensalcado**, Roesch Chair in the Social Sciences, chaired the first in a series of roundtables on the "Future of Human Rights Education" at Utica College in New York Oct. 7. Educators from Canada, India, Germany, Finland, Togo, Israel and the United States attended. Future roundtables are planned for Berlin; Tirana, Albania; as well as Florida, Minnesota, Ohio and California. The roundtable discussions were organized by the International Human Rights Education Consortium, which was created as a result of a conference on human rights education organized by UD's Human Rights Committee in 1999. Ensalcado, the consortium's co-founder, served as its first president from 2001 to 2005. He is currently the consortium's vice president and a member of its executive board.

Professors **Percio Castro** (languages) and **Greg C. Elvers** (psychology) will be among the 150 Ohio professors to be recognized in *Ohio Magazine's* 2006 Excellence in Education issue in December. They were recommended by Paul Benson.

English professor **James Farrelly** has been invited to join the Ohio Humanities Council Speakers Bureau and offer two programs on fantasy and science fiction literature. The council is a nonprofit organization funded by the National Endowment for the Humanities that, according to its Web site,

presents cultural programs across the state and encourages all Ohioans to "explore the human story, to use history, philosophy, and the other humanities as the means to arrive at new insights."

**James Rowley**, professor of teacher education, spoke at the rededication of the Challenger Learning Center at Dayton's Kiser Elementary School Oct. 30. Rowley was one of 100 semifinalists in NASA's inaugural Teacher in Space program in 1985 and one of 25 assigned to the Challenger group. After the Challenger tragedy, Rowley raised funds for one of the country's first four Challenger Learning Centers, which opened in 1990 at Kiser Middle School in Dayton and where he served as director for two years.



Rowley

The University of Dayton's Alumni Oral History Project has received a silver medal of excellence for best new alumni program from CASE, the Council for the Advancement and Support of Education. The award will be presented at the CASE V regional conference in Chicago in December. Members of the alumni oral history pilot project committee included **Tim Bete**, **Tom Connair** (Golden Flyers chair), **Kerrie Cross**, **Robert Daley**, **Joyce Dean**, **Matthew Dewald**, **Roy Flynn**, **William Hunt**, **E.J. "Inky" Reagan** (a class of '42 Golden Flyer), **Mary Rumbaoa**, **Beth Shervey**, **Glenn Walters** and **Nate Woodard**.

# Student who received heart transplant builds awareness about organ donation

Like any college student, Kurt Oblinger enjoys hanging out with his friends, playing intramural sports and heading his fraternity. But the real fun for Oblinger is proving doctors wrong.

Oblinger, a senior leadership major at UD, first started experiencing flu-like symptoms in December 2004. Although his older brother Keith had been diagnosed with congestive heart failure, Oblinger refused to believe his heart was failing.

"I knew in the back of my head that something was wrong, but the doctors didn't know exactly what it was and I kept denying that it could be the heart," he said.

It was his heart.

On Feb. 17, 2005, Oblinger was transferred straight from the doctor's office to the hospital to start treatment for congestive heart failure. He was put on medication, but because his body wasn't responding to the medication doctors inserted a balloon pump to reduce the workload of his heart and improve blood flow to the coronary arteries. Because a balloon pump needs to be replaced weekly, doctors decided on a more permanent solution — a left-ventricular assist device to help maintain the pumping ability of his heart.

Nothing could have prepared him for the heartbreak that followed. On Feb. 20, 2005, Oblinger's brother Keith, who had been driving to the hospital to visit him, apparently hit a patch of ice, causing his Jeep to roll into a ditch, where he drowned. Oblinger was grief-stricken, and his condition kept deteriorating. "From there, it was pretty much just waiting for my new heart," he said.

The waiting finally stopped the night of May 4, 2005, when Oblinger received the call that he would be receiving a new heart.

"I was thrilled that I didn't have to lug around a battery pack with me everywhere. I realized that I had a new chance at life," he said. "But, doctors had prepared me that it could be a false alarm — that by the time I got to the hospital something could have happened where I wouldn't be going through with the transplant."

The transplant went off without a hitch, and six days later, Oblinger was released from the hospital, determined to come back to UD in the fall for his senior year.

"I just really wanted to get back to school.



I kept telling the doctors that I was going back to school in August and they told me 'don't get your hopes up' but I said, 'no, I'm going back and there's nothing you can do to stop me,'" Oblinger said. "The look on the doctor's faces when they found out I was going back to school — it was priceless."

Oblinger has seamlessly fallen back into

the routine of college life, taking 18 credit hours, serving as president of Sigma Nu fraternity and working as public relations chair for the interfraternity council. However, he now blends his college life with his passion to raise awareness about organ donation.

In October, he worked as a public speaker for Life Connection of Ohio, an organ donation center. He gave two speeches to donor families and nurses, thanking them for what they do on a daily basis. He is also a member of the UD organization, Students for Organ Donation, which works to raise awareness about organ donation.

He has raised money for the American Heart Association by walking in marathons and he participated in the 2006 U.S. Transplant Games this summer in Louisville, Ky., where he met many other young transplant patients.

"I always considered it an 'old people disease,'" he said. "However, I met transplant patients who have been transplanted since they were 10 years old. The youngest one was 3 years old — she was the most adorable little girl. It just really grounds you and makes you realize that you have a lot more than some people or you've experienced a lot more. It's a humbling experience."

—Kathleen Miller

## Students for Organ Donation work to dispel myths, register donors

Mercedes Thompson, president of Students for Organ Donation, first became interested in establishing a chapter at UD after learning about the national chapter created by Richard and John Ludlow. Initiated last fall, the UD chapter strives to raise organ and tissue donation awareness.

"We educate our peers about the logistics of organ donation and dispel the myths that prevent potential donors from registering," Thompson said.

The organization, which is one of three among Ohio universities, has registered 63 organ donors on UD's campus thus far. Members volunteered at the "Circle of Life: A Donor Remembrance Celebration," sponsored by Life Connection of Ohio, Community Blood Center and Lions Eye Bank, where they cared for the children in attendance, helping them create a "Life Chain" to represent the gift of life shared through organ donation.

On Nov. 4 they will be working donor registration tables at the Dayton Bombers' home opener at the Nutter Center. The organization will also sponsor blood drives on campus with the Community Blood Center.

Students for Organ Donation has approximately 25 committed members with Jayne Robinson, chair of the biology department, as the faculty adviser and with help from the Life Connection of Ohio, a not-for-profit agency designated by the federal government as the organ procurement organization for northwest and west central Ohio.



Nov. '06

## Sunday, Nov. 5

### University Chorale and Choral Union

3 p.m., Immaculate Conception Chapel

## Monday, Nov. 6

### Alumni Artist Series

Stephanie Lytle, soprano  
1 p.m., Sears Recital Hall

## Wednesday, Nov. 8

### Horn studio recital

Students of Richard Chenoweth  
7:30 p.m., Sears Recital Hall

### Diversity Lecture Series

Joseph Shapiro, National Public Radio correspondent  
8 p.m., Kennedy Union ballroom

## Friday, Nov. 10

Joint faculty and academic senate meeting  
3 p.m., Kennedy Union east ballroom

### Opera Workshop: "The Tragic Gap"

8 p.m., Boll Theatre. Additional performance at 8 p.m. Saturday, Nov. 11

## Sunday, Nov. 12

### Classical guitar recital

Robert Gruca  
2 p.m., Sears Recital Hall

### Symphonic Wind Ensemble

3 p.m., Kennedy Union ballroom

### Second Sunday: Faculty Artist Series holiday concert

7 p.m., Sears Recital Hall

### Dayton Christian Jewish Dialogue

*Theologians Under Hitler* DVD followed by

## Arts Series hosts Azmari Quartet

The Azmari Quartet, named from the Aramaic verb "to sing," will perform 20th-century classical and contemporary sounds as part of the UD Arts Series at 8 p.m. Saturday, Nov. 4, in Boll Theatre. The group comprises four graduates of the Cleveland Institute of Music, Christina Merblum, violin; Meghan Casper, viola; Mintze Wu, violin; and Rebecca Merblum, cello. The quartet members serve as the Corbett String Quartet-in-Residence at Northern Kentucky University, where they are also artistic directors of the summer Norse Chamber Music Festival and Intermezzo chamber music seminar. Most recently, they were named as the principal collaborative ensemble of Cincinnati's Linton Chamber Music Series. Tickets are \$14 for general admission, \$8 for seniors, UD faculty, staff and alumni, and \$5 for students.



discussion with the Rev. Bill Youngkin  
7:30 p.m., Alumni Hall 101

## Wednesday, Nov. 15



### Distinguished Speakers Series

Marci Hamilton, author of *God vs. the Gavel: Religion and the Rule of Law*  
8 p.m., Kennedy Union ballroom

*God vs. the Gavel*, published by Cambridge, challenges the assumption that all religious conduct deserves constitutional protection. While religious

conduct provides many benefits to society, it is not always benign.

## Sunday, Nov. 19

### University Jazz Band/Combos

3 p.m., Boll Theatre

## Tuesday, Nov. 21

Thanksgiving recess begins after last class.

## Saturday, Nov. 25

Saturday classes meet.

## Monday, Nov. 27

Classes resume at 8 a.m.

See Page 5 for International Education Week and Citizens of the World Exposition events.

November is Native American Awareness Month, and the University of Dayton will observe its first Native American Awareness Week Nov. 13-16 with four evenings of activities:

- Monday, Nov. 13 — Native American music, storytelling, displays, and arts and crafts workshops, 7-9 p.m., Torch Lounge.
- Tuesday, Nov. 14 — Participative Mural Project. Part of an ongoing multicultural communities outreach, the Mural Project has been

part of a traveling exhibit since 2005. 7-9 p.m., ArtStreet Studio E.

- Wednesday, Nov. 15 — Native American-themed potluck meal, 7-9 p.m., 424 Stonemill.

- Thursday, Nov. 16 — *Black Robe*, Native American film, followed by discussion, 7-10 p.m., Sears Recital Hall.

For details contact Mary Anne Angel at [mary.angel@notes.udayton.edu](mailto:mary.angel@notes.udayton.edu).